

Grade 8 Integrated Language Arts Unit

Lesson 5: Canadian Immigrants in Poverty

Connections to Financial Literacy

In this lesson, students will demonstrate their understanding of the difference between wants and needs. They will plan and create a campaign to bring awareness to an underlying issue that affects the population group, immigrants to Canada. In developing a better understanding of these relationships, and understanding that inequalities amongst members in their own communities puts some at disadvantages within our communities, the students will continue to “develop the habits of mind and heart that are necessary for good citizenship” (*A Sound Investment: Financial Literacy Education in Ontario Schools*, p. 5).

In addition, this lesson will focus on developing an understanding of:

- *social, ethical and environmental implications of financial decisions;*
- *active citizenship.*

Lesson 5 integrates:

- Language Arts
 - Reading
 - Writing
 - Media Literacy
- Geography
 - Migration

Curriculum Expectations

Language Arts

Overall Expectations:

Reading

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

Specific Expectations:

Demonstrating Understanding

1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea

Making Inferences/Interpreting Texts


1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations

Extending Understanding

1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

<p>2.recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning</p>	<p>Point of View 1.9 identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives</p> <p>Text Features 2.3 identify a variety of text features and explain how they help communicate meaning</p>
<p>Writing 1. generate, gather, and organize ideas and information to write for an intended purpose and audience</p>	<p>Purpose and Audience 1.1 identify the topic, purpose, and audience for more complex writing forms</p> <p>Classifying Ideas 1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data</p>
<p>Media Literacy 1.demonstrate an understanding of a variety of media texts</p> <p>3.create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p>	<p>Making Inferences/Interpreting Messages 1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations</p> <p>Responding to and Evaluating Texts 1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts</p> <p>Form 3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create and explain why it is an appropriate choice</p> <p>Conventions and Techniques 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message</p> <p>Producing Media Texts 3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques</p>

Geography		
Overall Expectations:		Specific Expectations:
Migration 1. identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society		-identify the push and pull factors that influence people to move (e.g., <i>push</i> : drought, war, lack of freedom, discrimination and persecution; <i>pull</i> : employment opportunities, security, climate) -identify barriers to migration (e.g., physical, financial, legal, political, emotional) - explain how the components of culture (e.g., language, social organization, educational systems, beliefs and customs) can be affected by migration;
Learning Goals		
At the end of this lesson, students will know, understand and/or be able to...		
<ul style="list-style-type: none">• demonstrate an understanding of how awareness of issues can bring about change within a community;• read and respond to the perspectives of others through discussion, written and visual forms;• extract information from a text and develop their own interpretations;• interact with a text by extracting information, reacting to the text and synthesizing the information in the text with their own ideas;• transfer information from the mind map to a visual representation to synthesize and consolidate their understanding;• plan and create a campaign to create awareness of the underlying financial issues affecting the population group, <i>immigrants to Canada</i>.		
Instructional Components and Context		
Readiness & Instructional Strategies	Terminology	Materials
For success in this lesson, students should have had exposure in deconstructing various media videos and campaigns.	<ul style="list-style-type: none">• immigration• migration• push factors• pull factors• poverty• financial concerns	Minds On <ul style="list-style-type: none">• LCD projector• Computer with Internet access (YouTube)• speakers• video <i>Child Poverty in Canada</i>: http://www.youtube.com/watch?v=jnf_zs4gy8s• Chart paper• Markers

		<p>Action</p> <ul style="list-style-type: none"> • Grade 8 Appendix 5-1: Media Triangle for Creating Media Texts • Variety of art supplies • Student access to computers • Video recording device <p>Consolidation</p> <ul style="list-style-type: none"> • Student access to computers • Paper
<p>Minds On</p> <ul style="list-style-type: none"> ♦ Establishing a positive learning environment ♦ Connecting to prior learning and/or experiences ♦ Setting the context for learning 		
<p>Lesson Description</p>	<p>Notes to teacher:</p>	
<p>Description:</p> <ul style="list-style-type: none"> • Students will watch the video <i>Child Poverty in Canada</i>: http://www.youtube.com/watch?v=jnf_zs4gy8s  <ul style="list-style-type: none"> • After the first view of the video the teachers asks the students to think about the following questions: <ul style="list-style-type: none"> ○ <i>Who is the target audience for this video?</i> ○ <i>What is the purpose of the message and who is the audience?</i> ○ <i>What techniques are used to attract my attention?</i> ○ <i>How well did the techniques succeed in conveying the message?</i> ○ <i>What are the component parts of this message? Why have they been used?</i> 	<p>A for L Assessment for learning</p> <p>Through the analysis of the video “<i>Child Poverty in Canada</i>” the teacher will be able to get a better understanding of how students are able to make inferences as well as their ability to recognize a variety of perspectives.</p> <p>DI Differentiated Instruction</p> <p>Students will have an opportunity to build their own understanding by observing and listening to the ideas of others. This is a low-risk activity that allows students to become actively involved when they are ready, or to be an observer.</p>	

- The teacher will show the video a second time and then have students work in groups of 3-4, to discuss and answer the proposed questions about the video.
- After answering the questions orally, the teacher asks whole group to generate a list of issues that are presented in the video and those issues in particular that affect the population group, immigrants to Canada.
- The teacher will record student ideas on chart paper.

Possible chart to record student responses:

Issues presented in the video	Issues presented in video that specifically affect immigrants to Canada

Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

Lesson Description

Notes to teacher:

Awareness Campaign

Description

- Students will work in groups of 3 to 4 to develop a campaign to bring awareness to one of the issues from the list they generated (i.e. *Minds On activity*)
- The teacher presents students with the Media Triangle for Creating Media (**Grade 8 Appendix 5-1: Media Triangle for Creating Media Texts**).
- Students will use the questions on the Media Triangle to assist when planning and creating their campaign.
- Each group will decide how they will produce their campaign (e.g. video, poster, PSA, commercial, billboard, bulletin board, etc.)



Assessment as learning

Opportunity to co-construct criteria on ***“What would make a good campaign to create awareness around an important issue?”*** e.g.

- The message is clear and easy to understand by the target audience
- The campaign attracts the audience's attention through a variety of techniques (e.g. use of music, colour, images, font)



Differentiated Assessment

Providing students choice for their creation of the awareness campaign will allow students to select based on their strengths and/or learning preferences. This differentiates the assessment task for students.

Consolidation

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

Components of Consolidation:

- discussion of student work
- teaching emphasis
- highlights and summary (What did you learn?) Teacher records students' thinking on chart and this is the beginning of co-constructing success criteria
- independent or further guided practice

- Students present their campaigns to the rest of the class.

Critical Challenge

If you were a new immigrant to Canada, how might your wants and needs and your ability to fulfill those wants and needs be similar and/ or different from others living in Canada and why?

Assessment **as** learning

Providing descriptive feedback to students based on the co-constructed criteria for “a good campaign” will help students see where they are in relation to the learning target and make adjustments future learning products .

Assessment **of** learning

The co-constructed criteria can be used as a checklist by the teacher to determine who has “Met” and “Not Yet Met” the expectations.



Differentiated Instruction

Students should be provided choice on how they show their understanding when answering the Critical Challenge (e.g. written response, Mind Map, oral response).

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